Project Based Learning Meets the 21st Century
Two-Credits Blended Learning Course
September 21 – October 29, 2011

Description:

Using specific classroom scenarios, teachers explore characteristics and benefits of Project –Based Learning (PBL). Throughout the course, teachers consider their own teaching practice as they follow a teacher new to project-based learning who discusses strategies with a mentor teacher. Planning and project design modules guide teachers through organizing the curriculum, the classroom, and students for successful 21st century projects. The assessment module demonstrates strategies for assessing student's 21st century skills throughout an open-ended project. The course offers opportunities to apply the PBL concepts with action planning exercises. Participants will explore several 21st century tools. They will select one or more of these tools to incorporate into their project.

Objectives:

- Recognize what makes a project approach unique
- Understand the benefits of projects
- Identify characteristics of projects
- Understand the steps of project design
- Identify standards, 21st century skills, and learning objectives for a project plan
- Learn the purposes and components of Curriculum-Framing Questions
- Understand the different purposes, methods, and instruments for assessing projects
- Create and assessment timeline to plan ongoing assessment throughout projects
- Explore ways to assess 21st century skills
- Explore 21st century tools
- Review methods to grade project work
- Develop a project timeline to plan for a successful project
- Review strategies for managing projects
- Plan the detail of a project using an implementation plan
- Incorporate one or more 21st century tools into their plan
- Learn questioning g strategies to enhance student learning
- Integrate instruction on collaboration, self-direction, information literacy, and reflection throughout a project
- Participate in a peer-review process of their project

Wisconsin Standards:

This class will address Wisconsin Teacher Standards #1, #2, #3, #4, #6, #7 and #8.

Outline of Content:

21st Century skills and Tools

During a face-to-face session participants will be introduces to 21st Century Skills and Blooms the revised Bloom's taxonomy. Participants will then be introduced to a variety of Web 2.0 tools including Audacity, Prezi, Glogster, Wiki's and more. They will be given time to select at least two tools to become more familiar with in order to incorporate these tools into their project. They will be introduced to the content management system StudyWiz Spark. They will use StudyWiz Spark to access the five modules of Intel's Project Based learning, to upload assignments and to participate in on-line discussions as they work through the modules.

Module 1: Projects Overview

In this module, participants explore the principles of project-based learning. They learn about the differences between a project-based approach and conventional teaching, and review the research-based benefits of project-based learning. As they view examples of different projects and hear from teachers doing projects, they come to understand the characteristics that projects have in common.

Module 2: Project Design

In this module, participants begin thinking about designing their own projects. They are introduced to the four major steps of project design and apply these steps to consider their own learning goals, Curriculum-Framing Questions, assessment, and student activities. Participants follow one teacher's process as he begins to plan his project.

Module 3: Assessment
Assessment is integral to a project-based approach. In this module, participants learn how to integrate assessment throughout a project. They see examples of assessment instruments and develop or adapt them for their own use. They learn how to assess 21st century process skills—such as collaboration, self-direction, and reflection—using teacher, peer, and self-assessment methods. They also identify the challenges and possible solutions for assigning grades during projects.

Module 4: Project Planning
Planning the day-to-day work of a project is just as important as planning the big picture. In this module, participants learn how to plan project details to keep a project organized, using project timelines and implementation plans. They consider management strategies to support their students' self-direction and success and ensure their projects run smoothly.
Teachers also discuss ways to keep students on task during projects and strategies for project time management.

Module 5: Guiding Learning
In this module, participants focus on improving instruction throughout projects. They explore questioning strategies to improve student learning and ways to develop students' collaboration, self-direction, information literacy, and reflection skills. Sample lessons are demonstrated as models for participants as they create mini-lessons for their own projects.
Participants also observe student dialogues as students develop 21st century skills through discussions and practice.

Methodology:

The e-learning component of the Project-Based Approaches course has five modules plus an Orientation and Wrap-Up. Each module includes three to six lessons of interactive activities with reflection exercises that introduce and explore concepts. Many of the activities are followed by an Action Plan reflection task. The Action Plan tasks are designed for application of the concepts to one's own classroom. Course facilitation is structured around the Action Plan, with facilitation typically occurring after participants complete two to three Action Plan tasks. Online discussions and assignments based on the activities in the action plan will be completed for each module. By the end of the course, participants who complete the Action plan will have designed materials and activities to implement or improve project-based approaches in their classrooms. *The final completed Action Plan is required for participants who are taking the course for credit by engaging in a facilitated course.

Exploration of 21st Century Tools:
Using the wiki cesa3itasc.pbworks.com participants will become familiar with some online 21st century tools including wiki's, audacity, animoto, sumopaint, glogster and other. Based on the objectives of the project they are designing, they will select one or more tools to explore more thoroughly. They will then write a lesson plan that shows this tool included in their project-based lesson.

Critical Friends Peer Review:
By having project-based lessons critically looking at by peers, improvements can be made and problems avoided. Participants will work in small groups and peer review their project-based lessons. Criteria will include:
Student centeredness
Assessment quality and type
Level of Bloom's taxonomy
Quality of technology use

Assignments and Requirements:

- Participants will attend two face-to-face sessions
- Participants will complete all five online course modules of the Intel Teach Elements PBS course
- Participants will respond online to each and every discussion, reflecting on their professionals practices
- Participants will respond to a minimum of two other educators within the online community per discussion
- Participants will complete the Intel Teach PBA Action Plan
- Participants will complete the final Intel Teach PBA survey distribute by the facilitator
- Participants will review the following online reading materials and books to support their face-to-face and blending learning experience with the Intel Teach PBA course
- Participants will submit one lesson plan which includes the use of a 21st Century Tool.
- Participants will participate in the constructive critique of their peers

Evaluation Method: Grading Scale: 20-17 Points = A   16-15 Points = B   14-13 Points = C   10 or less = F

Evaluation Method #1:

Knowledge	Focus on subject Discussion	Applied Reflection contributions	Demonstration of synthesis of PBA materials	Integration of 21st Century Tools	Total Points
4: Demonstrates exceptional ability to conceptualize knowledge and demonstrates innovative thinking.	Maintains sharp focus on subject matter, makes astute contributions to online community of learners.	Demonstrates exceptional ability to apply comments to integrated course components	Exemplary evidence of synthesizing course PBA action plan materials. Frequent and relevant expanding comments	Exceptional understanding of 21st century tool and tool is integrated into the lesson in order to increase the content knowledge of the learner	
3: Depth of knowledge up to date and relevant reflects some in-depth and personal ideas	Well focused on subject, with frequent relevant comments of subject discussion	Competent in using and adapting understanding to varied applications	Comprehensive synthesis of materials, good ability to make relevant comments integrating others' point of view	Competent understanding of 21st century tool and tool adds to the lesson	
2: Depth of knowledge competent, some ability to relate theory to practice.	Reasonable focus on PBA subject, occasional astute comments on PBA subject discussion.	Frequent us of assertion rather than relevant argument	Some ability to synthesize course materials and well developed point of view.	Reasonable understanding of 21st century tool and the tool is used in a lesson	
1:Superficial understanding of concepts, beginning to read between the lines.	Superficial focus on PBA subject discussions.	Sees things through his/her own ideas and feelings/ignores ore is threatened by different attitudes and views.	Little ability to synthesize course materials, few relevant reflective comments to aid to overall discussion.	Superficial understanding of 21st century tool/ use of tool in lesson is contrived or irrelevant.	